

## WOODFIELDS ELEMENTARY

304 Woodfields Street  
Greenwood, SC 29646

**GRADES** PK-5 Elementary School

**ENROLLMENT** 447 Students

**PRINCIPAL** Bonnie R. Corbitt 864-941-5540

**SUPERINTENDENT** William P. Steed, Ed.D. 864-941-5400

**BOARD CHAIR** Ms. Dru James 864-223-1878

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	38	54	5	0

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Average	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Below Average	Yes

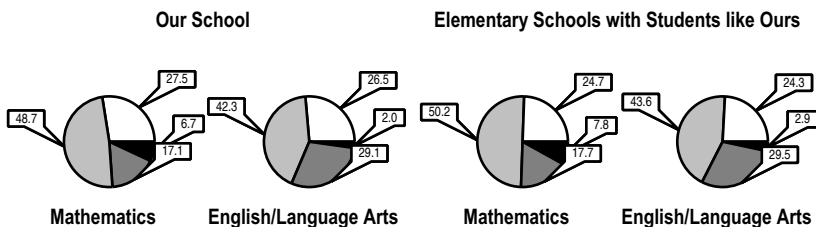
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

60.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	229	100.0	26.5	41.7	27.9	3.9	41.2	Yes	Yes
<b>Gender</b>									
Male	126	100.0	28.7	45.2	23.5	2.6	33.0		
Female	103	100.0	23.6	37.1	33.7	5.6	51.7		
<b>Racial/Ethnic Group</b>									
White	113	100.0	21.7	40.6	33.0	4.7	51.9	Yes	Yes
African-American	88	100.0	32.5	46.8	16.9	3.9	26.0	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	27	100.0	30.0	30.0	40.0	0.0	40.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	178	100.0	21.7	42.7	33.1	2.5	47.1		
Disabled	51	100.0	42.6	38.3	10.6	8.5	21.3	I/S	Yes
<b>Migrant Status</b>									
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	223	100.0	25.5	42.5	28.0	4.0	41.5		
<b>English Proficiency</b>									
Limited English Proficient	27	100.0	30.0	30.0	40.0	0.0	40.0	I/S	I/S
Non-Limited English Proficient	202	100.0	26.1	42.9	26.6	4.3	41.3		
<b>Socio-Economic Status</b>									
Subsidized meals	165	100.0	33.6	42.1	21.4	2.9	30.7	Yes	Yes
Full-pay meals	64	100.0	10.9	40.6	42.2	6.3	64.1		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	229	100.0	29.9	47.5	16.2	6.4	39.2	Yes	Yes
<b>Gender</b>									
Male	126	100.0	31.3	47.0	13.9	7.8	36.5		
Female	103	100.0	28.1	48.3	19.1	4.5	42.7		
<b>Racial/Ethnic Group</b>									
White	113	100.0	24.5	42.5	21.7	11.3	47.2	Yes	Yes
African-American	88	100.0	36.4	53.2	9.1	1.3	29.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	27	100.0	35.0	50.0	15.0	0.0	35.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	178	100.0	21.0	50.3	21.0	7.6	48.4		
Disabled	51	100.0	59.6	38.3	0.0	2.1	8.5	I/S	Yes
<b>Migrant Status</b>									
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	223	100.0	29.5	47.5	16.5	6.5	39.5		
<b>English Proficiency</b>									
Limited English Proficient	27	100.0	35.0	50.0	15.0	0.0	35.0	I/S	I/S
Non-Limited English Proficient	202	100.0	29.3	47.3	16.3	7.1	39.7		
<b>Socio-Economic Status</b>									
Subsidized meals	165	100.0	37.9	51.4	7.1	3.6	30.7	Yes	Yes
Full-pay meals	64	100.0	12.5	39.1	35.9	12.5	57.8		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	86	100.0	20.5	51.3	28.2	N/A	28.2
	<b>Grade 4</b>	92	100.0	27.9	53.5	17.4	1.2	18.6
	<b>Grade 5</b>	87	100.0	38.2	48.7	11.8	1.3	13.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	88	100.0	25.6	34.6	35.9	3.8	39.7
	<b>Grade 4</b>	65	100.0	28.3	46.7	23.3	1.7	25.0
	<b>Grade 5</b>	76	100.0	25.7	52.9	21.4	N/A	21.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	86	100.0	16.7	65.4	16.7	1.3	17.9
	<b>Grade 4</b>	92	100.0	18.6	64.0	15.1	2.3	17.4
	<b>Grade 5</b>	87	100.0	30.3	52.6	11.8	5.3	17.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	88	100.0	33.3	52.6	11.5	2.6	14.1
	<b>Grade 4</b>	65	100.0	30.0	43.3	21.7	5.0	26.7
	<b>Grade 5</b>	76	100.0	25.7	44.3	18.6	11.4	30.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 447)				
First graders who attended full-day kindergarten	89.7%	N/C	100.0%	100.0%
Retention rate	2.1%	Down from 4.0%	3.4%	2.7%
Attendance rate	96.5%	No change	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.7%		4.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.7%		3.5%	3.5%
Eligible for gifted and talented	8.1%	Down from 9.9%	11.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.4%	Up from 8.5%	8.9%	8.2%
Older than usual for grade	2.0%	Up from 1.8%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.8%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	56.8%	Up from 43.9%	46.7%	51.4%
Continuing contract teachers	91.9%	Up from 75.6%	88.0%	87.5%
Highly qualified teachers**	91.4%	N/A	95.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	81.2%	Up from 79.7%	86.6%	86.7%
Teacher attendance rate	93.0%	Down from 95.7%	94.6%	94.9%
Average teacher salary	\$39,324	Up 6.5%	\$39,921	\$40,760
Prof. development days/teacher	17.7 days	Up from 17.0 days	12.9 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Up from 15.8 to 1	18.5 to 1	18.9 to 1
Prime instructional time	87.5%	Down from 90.9%	89.4%	90.0%
Dollars spent per pupil*	\$6,982	Up 12.2%	\$6,090	\$6,044
Percent of expenditures for teacher salaries*	63.4%	Down from 64.3%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2003-04 school year brought new faces, new rewards and new challenges to Woodfields Elementary. With rezoning, our student population changed. We completed our third and final year of the South Carolina READS grant. As a SC Reading Excellence Act Demonstration Site, our philosophy of reading has grown and developed to encompass scientifically based reading research and best practices in a balanced literacy curriculum. All students are readers. All students are authors.

In celebration of our accomplishments, students participated in "Reading to Treasure Island," Dr. Seuss Day, quarterly honors and awards programs, along with regular recognitions in the classrooms. Students and teachers alike enjoyed the visits of E. B. Lewis, a children's illustrator, and Lester Laminack, a children's author. Participation in book talks, literature circles, guided reading groups, and individual conferences with teachers allowed our students many opportunities each day to grow academically. Service Learning projects such as the United Way, collecting canned food for the Salvation Army, and collecting pennies for the Leukemia Society helped our student body to understand the importance of community, helping others, and developing character.

Teachers and staff were involved in long-term, professional staff development through SC READS and a school-led study group. Several teachers continued their professional growth through master's level courses in a variety of areas.

Our school climate continued to grow; we are a Red Carpet School. Each person in our school and each person visiting our school is important! Our motto this year, "it takes more than one fish to make a school," emphasized our commitment to teamwork and the importance of EVERYONE!

Teachers at Woodfields continued to lead in many areas; Elizabeth Arnold was selected as Piedmont Reading Council's Elementary Teacher of the Year. Al Gambrell was selected as Woodfields' Teacher of the Year. Rhonda Pendergrass completed her year as Teacher of the Year for Greenwood School District 50.

Woodfields Elementary is a community of learners. We are committed to our students, our school, and our state. We will continue to strive daily to meet the needs of all students in our school.

Jennifer Lindler, School Improvement Council Chairperson  
Bonnie R. Corbitt, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	35	69	44
Percent satisfied with learning environment	100.0%	88.4%	90.5%
Percent satisfied with social and physical environment	97.1%	77.6%	92.9%
Percent satisfied with home-school relations	77.1%	87.0%	79.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.